

**Texas Education Agency  
Standard Application System (SAS)**

02018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY JUL 1 1 PM 2:07 </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Santa Rosa Independent School District		031914		
Vendor ID #	ESC Region #	DUNS #		
17460022688	1	100076546		
Mailing address		City	State	ZIP Code
P.O. Box 395		Santa Rosa	TX	78593
Primary Contact				
First name	M.I.	Last name	Title	
Alberto		Trevino	Project Director	
Telephone #	Email address		FAX	
956-636-9800 ext. 150	<a href="mailto:altrevino@srtx.org">altrevino@srtx.org</a>		956.636.1439	
Secondary Contact				
First name	M.I.	Last name	Title	
Heriberto		Villarreal	Superintendent of Schools	
Telephone #	Email address		FAX #	
956.636.9800 ext. 101	<a href="mailto:hbvillarreal@srtx.org">hbvillarreal@srtx.org</a>		956.636.9890	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Heriberto		Villarreal	Superintendent
Telephone #		Email address	FAX #
956.636.9800 ext. 101		<a href="mailto:hbvillarreal@srtx.org">hbvillarreal@srtx.org</a>	956.636.1439
Signature (blue ink preferred)		Date signed	


4/26/18

Only the legally responsible party may sign this application

**701-18-111-094**

**Schedule #1—General Information**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 10/01

End date (MM/DD): 09/30

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment

No program-related attachments are required for this grant

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving at-risk students assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.
10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. Refer to Program-Specific Assurances #3 on page 20 of the Program Guidelines for detailed operating schedule.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements listed on page 23 of the Program Guidelines, #15.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):


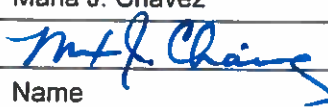
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	031914 Santa Rosa I.S.D.	Heriberto Villarreal 	956.636.9800 ext. 101 hbvillarreal@srtx.org	\$808,987
<b>Member Districts</b>				
2.	031913 Santa Maria ISD	Maria J. Chavez 	956.565.6308 mchavez@smisd.net	\$668,365
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 031-914			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:



**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Santa Rosa ISD ACE program is a dynamic afterschool program designed to directly impact student academic achievement and personal development using a creative and unique afterschool program design that incorporates a school social work casemanagement model and a STEAM's (Science, Technology, Engineering, Arts and Math) academic enrichment program for afterschool and non-school time. This combination will ensure that targeted disadvantaged at-risk students have the best chance of succeeding academically and interpersonally. The SRISD ACE model incorporates the best practices as suggested in afterschool research, the input of students, parents, teachers and community members, and student data analysis. Student surveys and focus groups were held to help assess community needs. This afterschool model has been shared with superintendents in Region One and has been presented at UTRTV Social Work Conference, UT-Austin School Social Work Conference, and at Region One School Nurse Conference. Its sustainability model has been featured as a case study on MyTexasACE website (March 2015).

The ACE program will offer academic enrichment activities using small group tutoring, computer based educational support, enrichment activities such as character development, youth leadership, health and physical fitness, and family strengthening support. The program's foundation will be the school social work casemanagement model (SW-CMM). This evidence based practice uses a systematic process for assessing student's individual needs. Individualized intervention service plans are developed and implemented. Service plans will include academic enrichment activities, socio-emotional support such as individual counseling, crisis counseling, group counseling, and family strengthening. Each student service plan will include a comprehensive college and career plan that incorporates student's graduation plan and post-secondary plans. Some activities such as counseling, truancy intervention, and teen pregnancy prevention will be supported by non-21<sup>st</sup> CCLC grant funds but will be available to students enrolled in the ACE program. The objective is to help students improve their self-confidence and address socio-emotional issues that may impede personal and academic success. Evidence based programs such as PAL's, SPARKS, ReBrilliance, 40 Developmental Assets, and other youth development programs will be used to help students develop the necessary skills for personal success.

ACE program activities will use STEAM activities to engage student's interest and cover TEKS objectives using embedded academic practices and hands-on experiential learning strategies. STEAM activities will include Robotics, Underwater Robotics, Greenpower Electric Car project, Engineering, Physics, Environmental Science, Marine Science, and Behavioral Science activities. Art activities will include guitar club, Conjunto band, music, dance, painting, and drawing. Other activities such as chess, gardening, archery, kayaking, hiking and camping will be offered. Some activities will be supported by other funding sources when part of the activities are not allowed by 21<sup>st</sup> CCLC grant funds. The ACE program will leverage local internal and external resources and partnerships to offer the most effective and expanded learning opportunities. The ACE Blueprint will be used to guide activity development and program management.

This grant application includes a shared service agreement between Santa Rosa ISD as the fiscal agent and Santa Maria ISD. Both districts have successfully managed a Cycle 6 21<sup>st</sup> CCLC grant application and have sustained their programs ever since. Each district is within 20 miles from each other and share common population characteristics with both districts being Title I districts. Combined, the two school districts serve approximately 1,890 students in grades Pre-kinder thru 12<sup>th</sup>. Santa Rosa ISD has one elementary, one middle school, and one high school. Santa Maria ISD has one elementary, one middle school, one junior high, and one high school. Santa Maria Middle School will serve as a feeder school for their junior high school. Santa Rosa ISD, the fiscal agent, is located in the rural northwest corner of Cameron County just 30 miles from the U.S.-Mexico border. Santa Maria is within four miles from the U.S.-Mexico border. Both school districts are considered poor property school district by Texas Education Agency. Similarly, both communities have no active youth club nor other youth serving agencies other than the school district. These school districts have inherited the task of providing a safe place for youth during non-school hours. Academically, both districts met standards in most areas but scored several percentage points below the state averages. Based on 2017 Accountability Summary, Santa Maria Middle School did not meet standards on student achievement and student progress. Having a 21<sup>st</sup> CCLC grant to serve these two communities will greatly enhance the academic outcomes of students and provide much needed support for working families.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,250,795	\$	\$1,250,795
Schedule #8	Professional and Contracted Services (6200)	6200	\$33,000	\$	\$33,000
Schedule #9	Supplies and Materials (6300)	6300	\$75,000	\$	\$75,000
Schedule #10	Other Operating Costs (6400)	6400	\$66,500	\$	\$66,500
Schedule #11	Capital Outlay (6600)	6600	\$37,000	\$	\$37,000
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$36,938	\$	\$36,938
2.526% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$1,499,233</b>	<b>\$</b>	<b>\$1,499,233</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$666,921	\$	\$666,921
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**Administrative Cost Calculation**

Enter the total grant amount requested:	<b>\$1,499,233</b>
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	<b>\$74,961</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 031-914			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$70,000
5	Site coordinator (required)	6		\$288,000
6	Family engagement specialist (required)	2		\$84,000
7	Secretary/administrative assistant	2		\$54,000
8	Data entry clerk	6		\$114,000
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$345,150
25	6121	Support staff extra-duty pay		\$70,092
26	6140	Employee benefits		\$225,553
27	Subtotal substitute, extra-duty, benefits costs			\$640,795
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,250,795

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-914		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Program Evaluator (6 centers @ \$3,000/center)	\$18,000
2	STEMS Alumni – STEM Activities	\$8,000
3	Music Instructions – Conjunto Group	\$7,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$33,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 031-914		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$75,000
<b>Grand total:</b>		<b>\$75,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 031-914		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$10,500
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: Conference presentations on program activities.	\$1,000
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$16,500
Remaining 6400—Other operating costs that do not require specific approval:		\$50,000
<b>Grand total:</b>		<b>\$66,500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 031-914			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12	Educational software for Santa Rosa ISD	3	8,333.33	\$25,000
13	Educational Software for Santa Maria	1	\$12,000	\$12,000
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$37,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Licensed Masters in Social Work with 20 years experience in managing youth and family programs including at least 10 years managing 21 <sup>st</sup> CCLC programs. Director will be required to have extensive budget, personnel and program management experience.
2.	Site Coordinator(s)	BA or BS degree (Masters preferred) with at least two years experience coordinating school based program activities.
3.	Family Engagement Specialist	Bachelors in Social Work (Masters preferred) with at least one year working with youth and families. Bilingual (Spanish/English) is a must.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Attendance Rate	1. Identify students with low attendance history.	08/20/2018	09/15/2018
		2. Develop intervention strategy.	09/15/2018	09/30/2018
		3. Implement intervention strategy in all centers.	09/30/2018	05/31/2019
		4. Monitor and evaluate attendance weekly	09/30/2018	05/31/2019
		5. Adjust attendance strategies.	09/30/2015	05/31/2019
2.	Improve Behavior	1. Monitor student discipline reports weekly.	09/30/2018	05/31/2019
		2. Meet with students with disciplinary referrals.	09/30/2018	05/31/2019
		3. Meet with parents to register students in Afterschool.	09/30/2018	05/31/2019
		4. Meet with teachers of students to monitor behavior.	09/30/2018	05/31/2019
		5. Provide social work services to students and family.	09/30/2018	05/31/2019
3.	Improve Academic Performance	1. Review Campus Improvement Plan and Align w A/S.	09/15/2018	9/30/2018
		2. Identify students with low performance & enroll in A/S.	10/01/2018	05/31/2019
		3. Assess needs and develop individual interventions.	10/15/2018	05/31/2019
		4. Evaluate student progress.	10/30/2018	05/31/2019
		5. Adjust individual interventions and implement.	10/30/2018	05/31/2019
4.	Improve Promotion Rates	1. Review student's academic progress every 6 wks.	10/15/2018	05/31/2019
		2. Identify students in need. Register in A/S program.	10/15/2018	05/31/2019
		3. Offer A/S academic enrichment activities.	10/15/2018	05/31/2019
		4. Review student's academic progress every 3 wks.	10/15/2018	05/31/2019
		5. Adjust A/S academic enrichment activities.	10/15/2018	10/31/2019
5.	Improve Graduation Rates	1. Identify students who are struggling academically.	10/31/2018	03/31/2019
		2. Meet with parents and student-develop Grad plan.	10/31/2018	01/31/2019
		3. Enroll student in A/S program.	11/15/2018	01/31/2019
		4. Monitor student's academic progress.	11/15/2018	05/31/2019
		5. Adjust student's A/S activities to meet new needs.	11/15/2018	04/15/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A comprehensive school and community needs assessment was conducted to identify the needs of students and working families. The needs assessment consisted of both surveys and focus groups. Surveys were administered to students during school hours and parent surveys were sent out with students. Focus groups were held with both students and parents. Teachers and campus administrators were also surveyed. A community Assets Mapping was conducted to identify available community resources and voids. Church groups and city officials were also surveyed to help identify needs and possible solutions. The results of the needs assessment identified four key elements that will be addressed in this grant proposal. Below is a description of the results.

1. The number one area of need identified by everyone was academic relevance. By this, respondents meant that students needed to connect what they were learning with their future. There seemed to be a great disconnect or ambiguity as to what was being taught in class with a student's future goals or career. In particular, students didn't seem to understand why they had to take so many exams. Interestingly, many did not understand the importance of TSI and ACT/SAT exams.
2. The second area of need identified by respondents was helping students deal with destructive behaviors. Issues such as drug use, alcohol use, and permiscuity seemed to be identified as variables that affected student's education. Students reported having friends or themselves who suffered from socio-emotional distress. Such things as depressions, suicide ideations, and anxiety were among the top descriptors for what students were experiencing.
3. The third area assessed focused more on what the community did not offer to students. This included the school. Community members felt that the community did not offer enough activities for youth during non-school hours. Many noted the closing of the youth center as a set back to services for youth. Community members were concerned about summer time activities when school is out and there is nothing for youth to do.
4. The fourth area of need was identified by teachers and administrators. They seemed to agree that teaching had to go beyond the regular school day for some students. They felt that some students needed more time to master specific TEKS objectives, but that they needed to teach it to them using different modalities. Administrators noted that much progress had been done during the past four years, but that more could be done. Each campus principal identified academic areas for improvement and specific afterschool strategies to address those needs. Below is a brief description of this academic assessment.
  - Student academic performance reports indicated that students needed to improve their math, writing, reading, vocabulary development, and fluency. Some teachers felt that parents needed to better understand the American school system for new immigrant families and how to communicate with their children about the role education plays in future success. It seemed that parents were having a difficult time connecting their parental role with that of school supportive role. All too often, teachers reported that parents tended to believe that their role was just to bring students to school and that school staff (teachers) would do the rest. This lack of understanding of the role a parent can play in making a difference in their child's education can leave a void in opportunities for student academic success. Teachers and administrators wanted to make sure the proposed ACE Afterschool program would address this specific parental engagement need.
  - Teachers and administrators assessed the need for parents, guardians, and grandparents to learn how to support their children in school. Teachers felt that some parents, or the adults raising the student, seemed to lack a positive learning environment at home. Teachers reported that their parent/teacher conferences revealed parent's lack of understanding minimized the importance of homework or study responsibilities.

The SRISD ACE program will leverage other local resources such as Title I funds, local funds, other grant funds, and community partner resources ensuring that the ACE program activities supplement, not supplant services.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Santa Rosa ISD and Santa Maria ISD have been able to establish strong networking relationships with several entities that will help enhance the afterschool services outlined in this proposal. Santa Rosa ISD, the fiscal agent, has developed partnerships with various community organizations and state agencies. These partnerships will assist the Santa Rosa ISD ACE program in enhancing the afterschool services and assist in sustainability planning. Below is a description of each partner and what they will offer.

City of Santa Rosa – SRISD's ACE program will partner with the City Commissioners and Mayor to have access to the city facilities. In particular, the SRISD ACE program will utilize the City's closed down Youth Center for afterschool activities. This facility is within walking distance from the school campuses. The ACE program will use the gym and sports fields during non school hours including summer term. A partnership letter is included in this proposal.

Cameron County Commissions Court/Parks Department – SRISD's ACE program will use various Cameron County Parks as adjunct sites such as Isla Blanca Park in South Padre Island, Adolph Thomae County Park in Arroyo City, and the County swimming pool located in the City of Santa Rosa. Marine science and environmental science activities will take place at these adjunct sites. Activities will include kayaking, marine science, biking, camping, hiking, and fishing. Summer camp will include swimming lessons that will take place at the county swimming pool.

Texas Parks & Wildlife Department – SRISD's ACE program is designed using a STEAM program model. Students will participate in various hiking and outdoor science learning excursions. Local state parks such as Estero Llano State Park, Resaca de las Palmas State Park, Bentsen-Rio Grande Valley State Park, and others will be used as adjunct sites to enhance learning opportunities for students and will be used for family engagement activities. These will be the sites for some of the field trips. Since these parks are public parks no partnerships letters were requested.

Behavior Health Solutions of South Texas – SRISD's ACE program will leverage free services from BHSST to help students and families needing socio-emotional services and educational services for anti-drug/alcohol and bullying. The family engagement services will coordinate services with this non-profit organization to help serve families.

STEMS Alumni, Inc. – SRISD's ACE program will partner with this non-profit organization to help leverage their college mentoring, environmental science, marine science, physics, and engineering activities for afterschool students. STEMS Alumni Inc. is a private non-profit organization that will help support and enhance SRISD's ACE STEAM program. A partnership letter is included in this application.

UTRGV (HESTEC) – SRISD will partner with University of Texas Rio Grande Valley to enhance the STEM activities. These activities will include Robotics, Underwater Robotics, Greenpower USA Electric Car project, and other STEM activities offered through their HESTEC event – (Hispanic Engineering, Science, and Technology). This event is open to all schools; therefore, no partnership letter is necessary.

TSTC – SRISD ACE program will partner with Texas State Technical College to leverage their STEAM activities which include the NASA Space Command Center project and Engineering projects. These services are open to school.

Rancho Alegre Radio – SRISD ACE program will partner with Rancho Alegre Radio out of Austin, Texas to provide music promotions and performances to SRISD's ACE music Conjunto Club.

UTRGV Marine Science/Coastal Lab – Students will participate in marine science experiments and research projects with Dr. Hicks and the Coastal Lab managed by his department. Partnerships letter is included in this application.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed SRISD ACE program is specifically designed to positively impact academic performance, increase attendance rates, reduce disciplinary incidents, and increase promotion and graduation rates. A Logic Model has been developed to address each of these targeted areas. Below is a narrative description of the proposed interventions to address these targeted areas.

**Academic performance** – Each campus conducted a campus needs assessment and correlated the findings with the campus improvement plans. Based on these findings, teachers, Instructional Curriculum Coordinators/Deans, and principals recommended the best strategies for improving student academic performance. For example, the elementary campuses will focus on improving math, reading and vocabulary skills using educational software and small group tutoring. Tutoring practices will follow research recommendations that strongly recommend a 1:8 tutoring ratio. Tutoring will be offered by certified teachers to specifically address each student's individual needs. ACE students needing academic enrichment will be teacher referred. Educational software licenses will be purchased (Istation, Reasoning Minds, Rally Word-Reasoning Skills) and be used during afterschool for those students needing this specific intervention. Activity lesson plans will developed using Prime Blueprint suggested practices. Centers serving Middle school students will offer academic enrichment activities on science, social studies, math and reading as they are below the state average on state standardized tests (Math 67%, Reading 58%). Similarly, targeted tutoring, software interventions and project based learning enrichment activities will be used to help impact student academic performance. These strategies will engage students in their academic learning and help develop necessary youth development skills. At the high school centers, math, writing and science will be the key focus as these area rank low in state standardized exams and in ACT scores. High school centers will offer afterschool activities using the "Club" approach. High school at-risk students will join a club before they attend tutoring. Once afterschool staff develop trusting relationships with students students will be invited to attend more direct academic interventions such as tutoring. ACE students will be part of the STEAM Club at all three center levels – elementary, middle school and high school. STEAM activities will include Robotics, Underwater Robotics, Engineering, Electric Racing Car project, Horticulture, Dance, Music, and Chess.

**Increase attendance rates/Decrease Discipline Referrals** – Afterschool research clearly supports a positive impact on school attendance, better test scores, and positive behavior changes and attitudes toward learning (CRESST Report 768). For this reason, the SRISD ACE program will offer exciting and engaging afterschool activities as previously mentioned and others to attract the attention of difficult-to-reach students. Music will be an important component of the activities offered. In particular, a conjunto group will be enhanced to attract more students. This club has proven to be effective as evidenced by a previous student who shared "Last year I didn't care to come to school. This year I can't wait to wake up and go to school so that I can be in the conjunto club" (E. Sosa). These and other activities such as art club, hiking, fishing, kayaking, archery, chess and other activities will be offered to attract students typically not engaged in traditional extra-curricular activities. These types of activities have been identified to decrease behavior problems, increase self-confidence, self-esteem, and self-efficacy, as well as lower levels of depression and anxiety (CRESST Report 768). The proposed school social work model will offer a structured process for helping youth who have been targeted for high absenteeism and discipline referrals. The family engagement specialist will be licensed social worker who will work with the district's Master Level Social Worker funded by another grant to leverage internal resources to address absenteeism, truancy, and behavior issues as well as provided socio-emotional services to help students cope with any underlying issue that can result in destructive or inappropriate behavior.

**College/Career activities** – SRISD's ACE program will offer a variety of activities that focus on goal setting and college preparation. The ReBrilliance and PALs curriculums, evidence based programs, will be used to help students identify interests, develop necessary youth leadership skills, and set goals. Many other activities offered will have an underlying message of college and career. Career exploration activities will be offered to help students explore both traditional and non-traditional careers. Each of the STEAM activities will be designed with this strategy in mind. The family engagement specialist and each site coordinator will work together with each campus counselor to develop and implement student and family activities such as Career Expo and College Night events.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed ACE program activities are designed using evidence based practices. The underlying intervention model is based on the school social work model which is a well proven research profession model. This model is the catalyst for helping at-risk youth succeed in the core objectives of this grant. The basic elements of this model which are Engagement, Assessment, Planning, Implementation, and Evaluation, will guide the services offered to students on an individual basis. This will ensure that each student targeted to participate in the ACE program has the best chance of academic success. Based on the assessment conducted by the ACE site coordinator, which will be a social worker, an intervention plan or Student Success Plan (SSP) will be developed. This SSP will guide and help select which afterschool activities are best for that student. Each activity, both academic and enrichment, is intentionally selected to meet the individual need of the student.

Positive youth development activities will be a huge component of the ACE program. These activities will give students a safe venue for learning new socializing skills, developing a sense of belonging and self-efficacy. Research suggests that these new skills and experiences increases self-confidence and develops a sense of self-worth (Smith, C., & Johnson, R.C. 2013). The underlying foundation of the ACE program is based on the premise that students are not succeeding not because they can't but rather because they believe they cannot. This self-fulfilling prophecy will be addressed using the School Social Work Intervention model. This model uses several theoretical frameworks such as Cognitive Behavior and Rational Emotive Behavior Theory framework, and Youth Development. The project director will be a licensed master social worker and the site coordinator will be social workers as well to ensure fidelity in the program's theoretical design. The ACE program will use age appropriate evidence based curriculums to help youth develop the necessary skills for success. These will include PALs (Peer Assisted Leadership), SPARK, Rebrilliance, Cuidate and Making Proud Choices as well as other specific educational software such as Reasoning Minds, Brainchild and Mindworks. In addition, experiential hands-on learning strategies such as Project Based Learning, Product Outcome Education, and Service Learning Projects will be used throughout the ACE program to help students engage with their learning in a more meaningful manner. Similarly, parental engagement activities will utilize evidence based parenting practices including curriculums such as Parents Helping Parents, Parents as Teachers, and Active Parenting.

The ACE program is will offer a variety of STEAM based activities. As suggested by the Afterschool Alliance (2015) on "Full STEM ahead" article, STEM activities give students an opportunity to learn valuable skills such as checking assumptions against data, better problem solving skills and better career options with higher wages. This is particularly important as African American and Hispanics women are underrepresented in earning a postsecondary STEM degree and who are employed in STEM fields (2015). The ACE college and career program activities will focus on helping students explore career options especially in non-traditional careers. Based on a research conducted by a social work graduate student at Santa Rosa, students responded to a focus group by stating that one of the reasons they did not do well in school was because they had a difficult time connecting what they were learning in school with their future. These research findings were shared at a U.S. Department of Education Afterschool Conference in New Orleans. In response to these findings, Santa Rosa ACE will intentially offer creative afterschool activities and career exploration activities to help students connect the dots between what they are learning with their future and possible career choices. These activities will be offered to students in elementary, middle school, and high school. Families will be involved in all aspects of the goal setting process, especially when planning the financial aspect. Site coordinators will work jointly with the family engagement specialist to help facilitate and support appropriate family engagement activities for parents.

The ACE program will have the full support of teachers and administrators making implementation of these exciting enrichment programs possible. Support from internal and external resources will enhance the services offered in the afterschool program. SRISD understands that one grant alone cannot provide full support for this initiative. Academic improvement requires a multi-facet approach that impacts both the cognitive and emotional side of learning. Furthermore, SRISD understands that childhood trauma significantly impacts student learning. That is why it has chosen to propose a school social work model as the guiding framework for this afterschool program.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The primary and ultimate goal of the proposed ACE program is to help students succeed in school by being promoted or graduating from high school. Each academic and enrichment activity will be developed using best practices for afterschool programs as identified in afterschool literature such as those found in Beyond Schools, Afterschool Alliance, TxPost, Foundation Schools, as well as in youth development research. Each activity will be developed using the Texas ACE Blueprint to ensure intentionality and fidelity of best practices. Academic improvement will begin by implementing the school social work case management process. In this structured process, student assessment data will be used to develop a Student Success Plan (SSP). In the SSP the site coordinator, the student and parent will discuss and agree on which afterschool activities are best suited to help the student improve academically. The plan includes tutoring agreements between the teacher, student and parent. Socio-emotional needs and interventions will also be included in the SSP. Some of the key interventions that will be offered are described below.

**Tutoring** - The ACE program's tutoring services will consist of no more than 1:8 for effective tutoring results. Tutoring efforts will be driven by individual data analysis using previous test data, benchmarks, and teacher assessments. Afterschool staff will meet with students identified as needing tutoring. Parent meeting will be scheduled by the Family Engagement Specialist and/or site coordinator to review the Student Success Plans for their children. This process will ensure that parents are aware of their child's needs and are in support of the interventions being offered to help their child. Teachers contracted through the afterschool program to serve the students will undergo an orientation of the ACE program, its goals and objectives. Training will also be provided to help teachers improve their tutoring practices. Appropriate educational supplies and software will be provided to each teacher conducting tutoring sessions for ACE students. Each teacher will be required to submit tutoring lesson plans to ensure structure and individualization.

**Academic Activities** – In addition to tutoring services, the ACE program will offer homework help during the first period of the afterschool schedule. Certified teachers and assistants will be available to assist students needing help with their homework. The site coordinator and afterschool staff will visit daily with teachers to ensure that they have homework assignments for students who may have misplaced their homework. Extended library (Cyber Café) will be offered before school and afterschool hours to give students additional time to work on their assignments or work on homework. The ACE program will acquire specific educational software programs that are designed to help student improve in specific areas. The elementary ACE program will utilize ReasoningMind to help those students struggling with reading. Middle school will use Study Island, Brainchild, Image Learning, Moby Max as well as others during the afterschool program. High school ACE program will use the educational software Edgenuity for tutoring and credit recovery. All of these educational programs are evidence based that will significantly impact student academic improvement in the areas assessed to need improvement. Some of these resources already exist in the campus and will be utilized by the ACE afterschool program.

**Enrichment Activities** – The ACE program will offer an array of enrichment activities. These activities will be STEAM activities that incorporate embedded academics in multiple core subject areas. Project Based Learning (PBL), Product Outcome Education (POE), Service Learning Projects will be offered leveraging community partners such as STEM Alumni, UTRGV Coastal Studies, and State Wildlife Parks. These resources are excellent learning environments that not only captures the attention of difficult-to-serve students but also enhances academic learning. Student engagement is critical for the targeted population as many of these students tend not to respond to traditional education strategies used during the daytime. Students will have the opportunity to select projects and clubs they want to join. Students will be allowed to participate in more than one club. Some of the clubs will include the Greenpower USA Electric Car Racing Team club, the Robotics Club, the Underwater Robotics Club, the Archer Club, the Angler's Club, the Girls on the Run Club for elementary students and the Heart and Sole Club for middle and high school students. Other clubs will include the Green Thumb Club (horticulture), the Chess Club, the Journalism Club, the Culinary Arts Club, the Conjunto Club, the Soccer Club, the Baseball/Softball Club, the Dance Club, and the PAL's Club. These clubs will enhance academic learning while teaching character development.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ACE, Afterschool Centers on Education, name is a well-known and respected name in both of the community. Even after the grant ended four years ago, the community still regards the sustained afterschool program as the 21<sup>st</sup> Century or the ACE program. Due to its positive history, the advertisement of the grant and services will be easy accomplished. Community awareness of the grant will be done using various means. Upon grant award notification, a press release will be sent to local newspapers which have helped promote previous afterschool activities and events. An agenda item will be placed in the next school board regular meeting announcing the grant and formal acceptance. ACE staff will make presentations at every school and community meeting as well as staff meeting in all six centers. ACE promotional materials will be immediately ordered and disseminated within the schools and in the community. An orientation meeting for student and parent will be scheduled during and after school including evenings to communicate the services to students, parents, teachers, and community in general. An advisory council will be assembled leveraging the School Health Advisory Council members so that there are no duplication of parent/community member meetings therefore increasing engagement and attendance. These members will assist in disseminating ACE program information as well. In addition, the current afterschool district web page will be updated using ACE brand logos and information to inform web visitors of the program services, enrollment processes, and program schedules. And finally, an ACE Rally will be scheduled during student registration at each campus at the beginning of the school year.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ACE program will ensure that students needing transportation to or from the ACE program activities are provided the necessary transportation. Transportation will be available to all students who qualify for bus transportation as allowed by district policy. The ACE program will budget sufficient transportation funds to provide transportation to student at the end of the afterschool activities daily during the Fall and Spring semester. During the summer term, the school district will provide transportation to the summer camp and back home after the end of the day's summer camp activities. In addition, the school district will provide transportation to all scheduled and approved field trips and to adjunct sites as approved by the grant.

The project director and the site coordinators will meet with the district's transportation director at the beginning of each semester or term to review and discuss bus transportation needs. The shortest routes in terms of time will be developed to ensure that routes are the shortest time possible. Each center will be required to develop an accurate bus manifesto which includes the students name, address, contact information, and bus number (or color). In order to ensure safety of young ACE students, a bus monitor will be placed in each bus during the afternoon bus drop-off route. Students will be seated by grade/age level. Parents will be reminded during ACE registration that bus transportation is a privilege, not a right and that students will be required to abide by the campus student handbook.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ACE program will recruit community volunteers throughout the school year. The ACE program will publish on the district website an announcement recruiting volunteers with specific areas needed for volunteering. Potential volunteers will include high school students mentoring and tutoring elementary students; community members such as parents of students attending the ACE program, retired teachers or others willing to dedicate time to helping youth. Some volunteers may be recruited for just specific or one time events or activities. As required by District Policy and state regulations, all volunteers will be required to complete a District Volunteer application, undergo a background check and submit evidence of a negative TB test.

All volunteers will be interviewed and will be required to attend a minimum of 20 hours of training. Training will include district policies and procedures, child abuse training, suicide prevention training, mentoring/volunteer relationship development training, youth development training, and student supervision training.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts and how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources to supplement existing programs and services on the campus(es). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Santa Rosa ISD and Santa Maria ISD (shared service) have been successful in sustaining their afterschool program since the previous funding from cycle 6 ended. Currently their afterschool program is still operating under a reduced program level. Santa Rosa ISD, the fiscal agent, and Santa Maria ISD's afterschool program has had the full support of all seven school board trustees and administration as well as that of the community as evidenced by their continued funding support. The school board has allocated local funds and additional revenues from Federal Program funds and small grants to the afterschool program in the past years. This history of commitment to sustain the program is a clear indication that the school would continue funding beyond grant funds.

The sustainability plan begins by developing and implementing a highly successful afterschool program. The ACE advisory council will help guide and promote the ACE program during and after grant funding ends. Santa Rosa ISD's afterschool program has developed key steps that can lead to sustainability. These steps were featured in the article "Santa Rosa Independent School District leveraging program success into a sustainable support". It was featured in the [Texassace21.org](http://Texassace21.org) website (March, 2015). Furthermore, the SRISD's project director has also presented at the request of TxPost and Texas ACE to present at their afterschool conferences on program management and sustainability. This extensive knowledge and community buy-in will once again help the afterschool program sustain part of the afterschool program.

The proven history of afterschool sustainability and the individual letter of support from each of the school board trustees is the reason why Santa Rosa ISD is requesting the priority points. The board will continue to consider sustaining the program beyond grant funding under the current sustainability plan that includes allocating local funds and leveraging Federal Funds as well as securing other grant funds to supplement the afterschool program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
<b>Center 1</b>	Santa Rosa High School 102 Jesus R. Cruz St. Santa Rosa, Tx. 78593		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	031914001				
	Cost per student	\$976				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
<b>Center 2</b>	Jo Nelson Middle School 102 So. Main Street Santa Rosa, Tx. 78593		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031914041				
	Cost per student	\$829				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		40	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
<b>Center 3</b>	Elma E. Barrera Elementary Hwy 107 Santa Rosa, Tx. 78593		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031914101				
	Cost per student	\$976				
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 4	Santa Maria High School 11224 Military Rd. Santa Maria, TX 78592		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	031913001				
	Cost per student	\$938				
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):		15	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						
Center 5	Santa Maria Junior High 11100 Military Rd. Santa Maria, TX 78592		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031913041				
	Cost per student	\$965				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		15	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Santa Maria Middle School				
	9-digit campus ID number	031913042				
Estimated transportation time	5 minutes					
Center 6	Tony Gonzalez Elementary 11142 Military Rd. Santa Maria, TX. 78592		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031913101				
	Cost per student	\$882				
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		20	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	N/A				
	9-digit campus ID number					
Estimated transportation time						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
9-digit campus ID number							
Estimated transportation time							
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
9-digit campus ID number							
Estimated transportation time							
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
	Campus name				Feeder school #3		
9-digit campus ID number							
Estimated transportation time							

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	<b>9-digit campus ID number:</b>				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	<b>Cost per student</b>	<b>\$</b>				
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>	
		<b>Feeder school #1</b>	<b>Feeder school #2</b>	<b>Feeder school #3</b>		
<b>Campus name:</b>						
<b>9-digit campus ID number</b>						
<b>Estimated transportation time</b>						

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Success in the Texas ACE program will be secured by implementing a multi-facet grant management framework. This framework will incorporate the Texas Blueprint recommended processes including the "10 Key Tasks for Quality Programming." Specifically the ACE grant management processes will include developing and implementing an ACE Logic Model. This plan will provide a comprehensive detailed step-by-step plan designed to outline all aspects of the project objectives, resources, person's responsible, resources, and time frames. The project director will lead this process and will include key stake holders including site coordinators, center staff, campus principals, family engagement specialist, dean of instruction, curriculum instruction specialists, and ACE Advisory Council members. The project director will use this instrument to help guide program implementation and monitor its progress toward the stated goals and objectives. Elements of the Continuous Improvement model will be incorporated to ensure that process evaluation data is used to make necessary changes in a timely manner so that the overall anticipated program outcomes are reached. Each center site coordinator and project director will meet with each Campus Improvement Planning committee at the beginning of each school year and when it is being developed for the coming school year to communicate each aspect of the approved program and integrate each project goal and objective with the CIP's goals and objectives. Assignment of the G & O's in each purchase order will ensure that each budget request will be justified and connected to a grant objective.

Center Operations Management - this processes will begin with clear understanding of both the grant guidelines as published in the Request for Applications and the approved (negotiated) Notice of Grant Award. These documents will initiate the project implementation and management plan. Upon notification of grant award, the project director will meet with the superintendent and business manager to review the final approved NOGA. Secondly, an orientation with key district staff to include principals, site coordinators, family engagement specialist, and support administrative staff will take place to communicate and review project goals, roles and responsibilities, and set up program logistics such as schedules and student registration. The Texas Blueprint and Tx21st system will be reviewed so that connection with what the state reporting requirements and contract requirements outlined in the grant are connected and understood by all parties involved. Weekly staff meetings with key center staff will be held to review progress, resolve issues, and provide guidance. Site coordinators will be required to conduct daily walk thru's and activity observations using Blueprint recommended observation forms. The project director will conduct weekly site visits as well. The project director is very familiar with the Tx21st student data system and will use data reports generated to monitor program progress.

Budget management – The project director has over 25 years experience managing program budgets and has presented at state conferences on budget management. Upon receiving the NOGA, an initial meeting will be held with the business manager and accounting staff to set up each budget line item within each accounting code respectively in 6100, 6200, 6300, and 6400's. The project director, administrative assistant and the site coordinators will have access to their budgets using the district's financial accountability system. They will be able to review and generate necessary financial reports at any time. Each site coordinator will have its own site budge and will utilize a customized budget tracking system designed by the project director that helps track center expenditures especially in enrichment instructor expenditures. Financial reports will be generated and reviewed by the site coordinator with the project director to ensure that expenditures are on target. On a quarterly basis, the project director will meet with the business manager to review project budget activity and review monthly draw downs. Grant budget along with supplemental budgets such as Title funds will be combined into the center budget to ensure other funds are leveraged to help enhance project activities.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031-914

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ACE program will be evaluated by an external evaluator that has the qualifications and experience in evaluating 21<sup>st</sup> Century Community Learning Center grant projects. At a minimum, the evaluator will be required to have at least five years experience as a school administrator or have worked in the school systems and possess a Ph. D., LMSW, or similar credentials. The program evaluation design of the ACE program will follow the guidelines as outlined in Task 8 and in Appendix 31. These include: the five evaluation questions found on pages 13 and 14 and the evaluation activities found on page 15.

Upon grant notification, the school district will solicit applications for the grant evaluator following the recommendations and guidelines of Appendix 32 of the Prime Blueprint. Upon selection, the program evaluator will meet with the project director, the site coordinators, the family engagement specialist and the superintendent to review the evaluation process. At a minimum, the evaluation methodology will consist of a process and outcome evaluation. The process evaluation will include aspects of program implementation and management practices as outlined in this proposal. The program evaluator will complete evaluation quarterly summaries and communicate them to the project director and site coordinators. Copies of these evaluation summaries will be shared with the superintendent and campus principals. The evaluation methodology will consist of a process and outcome evaluation.

Process evaluation will look at the level of implementation and fidelity of the approved statement of work found in the final grant application and Logic Model. Necessary program implementation adjustments will be made according to the findings and recommendations of the program evaluator.

Outcome evaluation methodology will consist of reviewing program attendance data, academic assessment data, behavior data, and six weeks as well as semester grade data. Data analysis will be completed using a single systems design to assess program impact on student behavior, attendance, academic improvement, promotion, and graduation rates. Customer satisfaction surveys will be disseminated to teachers, parents, students community members and principals. This data will be used to assess both process evaluation and support outcome evaluation results.

The project director with the assistance of the external evaluator will complete and submit required program semester and evaluation reports. Copies of the reports will be submitted to the superintendent, school board and advisory council. The reports will highlight project progress toward goals to include student numbers, budget updates, and key milestones reached.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 031-914		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 031-914		Amendment number (for amendments only):
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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County-District Number or Vendor ID: 031-914

Amendment number (for amendments only):

**Part 1: Private Nonprofit School (PNP) Contacts.** This part is required regardless of whether any PNP schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of PNP school association contacts posted on the Applying for a Grant page.

Enter total number of PNP *schools* within applicant's boundary (enter "0" if none): 0Enter total number of *eligible* PNP *students* within applicant's boundary (enter "0" if none):Check box only if there is no data available to determine the number of eligible students: ☐

Total PNP schools participating:

Total PNP students participating:

Total PNP teachers participating:

No PNP schools participating: ☐No PNP students participating: ☐No PNP teachers participating: ☐**Part 2: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ During school☐ Before school☐ After school☐ Summer break☐ Other (specify):**Part 3: Selection Criteria/Activity Timeline**

#	PNP School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date

**Part 4: Differences in Program Benefits Provided to Public and Private Nonprofit Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private nonprofit school students.

☐ There are differences in program benefits to be provided to the public school students and the private nonprofit school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	

**Part 5: Every Student Succeeds Act (ESSA) Assurances**
☐ The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Nonprofit Schools Ombudsman in the manner and timeline requested.
**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: